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ABSTRACT

The Georgia state resource guide for the education of educable mentally retarded students provides information on seven major topics (sample subtopics in parentheses): definitions; eligibility criteria; due process (screening, referral, confidentiality); program organization (delivery models, certification, facilities); instructional program (direct service goals and objectives, related services); program evaluation (transportation, education program); and additional resources (Georgia Learning Resources System). Among five appendixes are a list of curriculum guides for mentally retarded students and information on sources of instructional materials. (CL)

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Volume II

Educable Mentally Retarded

Resource Manuals For Program For Exceptional Children

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Office of Instructional Services
Division of Special Programs
Program for Exceptional Children
Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools
1980

EC 140084

Resource Manuals for Program for Exceptional Children

Resource manuals in this series include the following.

Volume I ..... Severely and Trainable Mentally Retarded
Volume II ..... Educable Mentally Retarded
Volume III ..... Behavior Disorders
Volume IV ..... Specific Learning Disabilities
Volume V ..... Visually Impaired
Volume VI ..... Hospital/Home Instruction
Volume VII ..... Speech and Language Impaired
Volume VIII ..... Physically and Multiply Handicapped/System Occupational and Physical Therapists
Volume IX ..... Hearing Impaired
Volume X ..... Gifted
Volume XI ..... Deaf/Blind

Foreword

Georgia is committed to the belief that every exceptional child has a right to receive an education based on his or her individual needs.

The need for developing standards and guidelines for comprehensive programs for exceptional children in our schools has emerged from state and federal legislation. The three major laws affecting the education of exceptional children in Georgia follow.

Adequate Program for Education in Georgia Act (APEG)
Section 32-606a, Special Education

"All children and youth who are eligible for the general education program, preschool education, or who have special educational needs and three and four year old children who are either physically, mentally or emotionally handicapped or perceptually or linguistically deficient shall also be eligible for special education services. Children, ages 0-5 years, whose handicap is so severe as to necessitate early education intervention may be eligible for special education services."

Effective date: July 1, 1977

P.L. 94-142, Education for All Handicapped Children Act of 1975

The full services goal in Georgia for implementation of P.L. 94-142 states:

"All handicapped children ages 5-18 will have available to them on or before September 1, 1978, a free appropriate education. Ages 3-4 and 19-21 will be provided services by September 1, 1980, and 0-2 by September 1, 1982, if funds are available.

Effective date: September 1, 1978

Section 504 of P.L. 93-112, The Vocational Rehabilitation Act of 1973

"No otherwise qualified handicapped individual shall solely by the reason of his/her handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."

Effective date: June 1, 1977

The purpose of the *Resource Manuals for Programs for Exceptional Children* is to help local education agencies implement these laws and provide quality programs for exceptional children.

Acknowledgements

This guide is the result of the cooperative efforts of many individuals throughout Georgia. Special appreciation is expressed to the following persons.

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Introduction

Programs for the educable mentally retarded should assure that the educational environment allows students to develop competencies in the areas of personal and social skills, daily living skills and occupational preparation and guidance.

This resource manual provides information for the development, maintenance and evaluation of programs for the educable mentally retarded. Hopefully, this information will help you provide quality education programs for these children and youth.

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Chapter 1
Definitions

Definitions

Mental Retardation
Mental retardation refers to significantly sub-average general intellectual functioning, existing concurrently with deficits in adapted behavior and manifested during the developmental period. Significantly sub-average refers to performance which is more than two standard deviations below the mean of the tests used.

Educable Mentally Retarded
The educable mentally retarded individual has the potential for personal, social and emotional growth leading to independent, productive living.

Source: *Georgia Department of Education*
Program for Exceptional Children: Regulations and Procedures, 1978.

Chapter II
Eligibility Criteria

Eligibility Criteria for the Educable Mentally Retarded

For a child to be eligible for placement into a program for the educable mentally retarded, his or her performance on the individually administered psychological examination must range between two and three standard deviations below the mean of tests used. Significant deficits in his or her adaptive behavior must also be demonstrated.

The determination to place any child into a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee. Cognitive and adaptive behavior criteria shall be considered (Regulations and Procedures, page 23).

Cognitive criteria will be determined through a comprehensive evaluation. Educational and psychological evaluations will provide information on a student's present levels of performance. Check with the local special education director for available instruments.

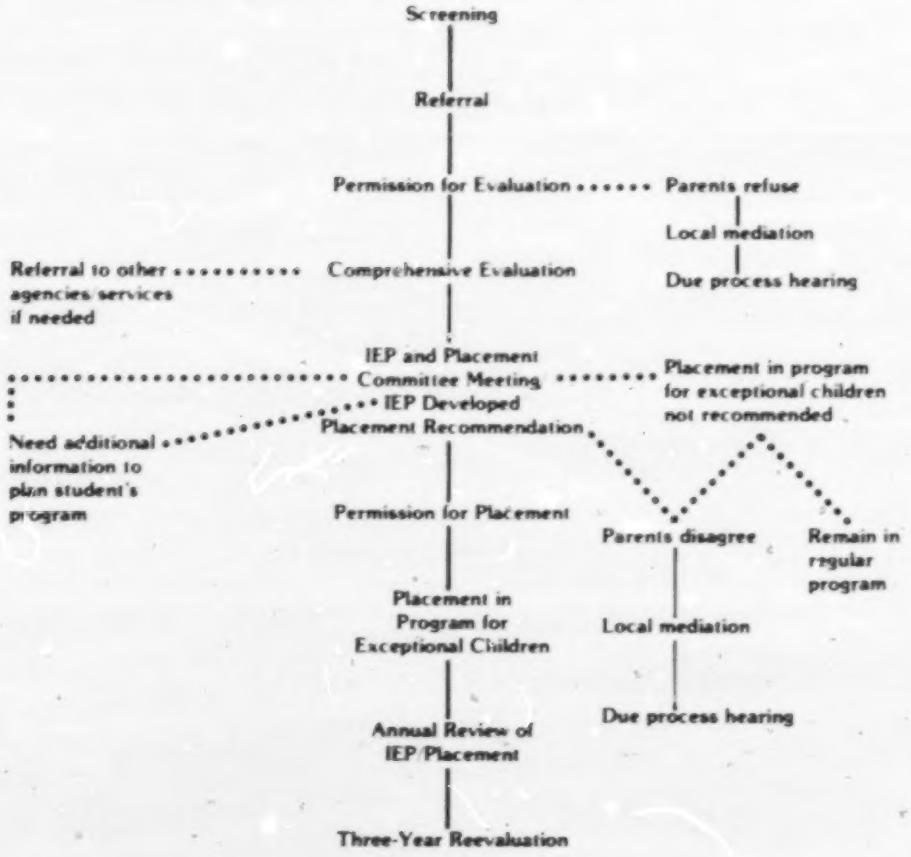
Adaptive behavior criteria can be determined through observation, parent interviews, formal and informal checklists. A listing of some checklists to measure various aspects of adaptive behavior can be found in the appendices.

Chapter III
Due Process

Introduction

Parents' and children's rights under P.L. 94-142 are protected through a procedural due process structure. The child, the parents and the schools are involved in the specifics of due process.

The following is a chart of due process procedures.



Screening
Screening identifies those who appear to need special education and related services to help them reach their highest possible functioning level.

All children referred for special education evaluation shall be screened for possible hearing and vision difficulties prior to educational or psychological evaluation.

The screening should indicate if the student needs further diagnostic evaluations.

Before a student is singled out for individual assessment, the local school system must have an informed consent on file, signed by the parents or guardian.

Referral
Referral is the process whereby parents or guardians, the students themselves, school personnel, appropriate public agencies or other professionals may request assessment of a student's abilities.

Comprehensive Evaluation
Initial Evaluation — all children considered for special education services shall be screened for possible hearing and vision difficulties prior to educational or psychological evaluations.

Before any handicapped child is placed in a special education program, a full and individual evaluation must be conducted as follows. The local education agency (LEA) shall use appropriate evaluation procedures including trained evaluation personnel, multidisciplinary teams, validated and nondiscriminatory assessment, the language or other mode of communication commonly used or understood by the child, and more than one procedure or instrument.

Signed Parental Consent — the local school system must have a signed, informed parental consent on file before any child is singled out for any evaluation other than those in which all school children are evaluated.

Reevaluation — all children enrolled in special education programs shall be comprehensively reevaluated educationally or psychologically no later than three years after the last evaluation. The reevaluation may take place within the three years upon the request of any person having the authority to make an initial referral, with the approval of the placement committee.

Individualized Education Program (IEP)
An IEP is developed for each handicapped child who is receiving or will receive special education. This requirement applies to all public agencies. The total IEP, including long and short-term objectives, is developed before placing the child in a special education program.

The IEP shall be developed in a planning conference initiated and conducted by the responsible agency.

A student should have one IEP, even if enrolled in two or more special education programs.

The IEP is an educational and related services plan and not a binding contract for which the agency is responsible if the child does not achieve the growth projected in the goals and objectives. However, the local education agency shall provide those services that are listed in a child's IEP.

Participants in Individualized Planning Conferences — the meeting participants will include a representative of the agency, other than the child's teacher, who is qualified to provide or supervise special education; the child's teacher or teachers, special or regular or both, who have a direct responsibility for implementing the IEP; one or both of the parents, the child (when appropriate) and other individuals at the discretion of the parent or agency.

For a handicapped child who has been evaluated for the first time, the responsible agency shall insure that a member of the evaluation team or someone who is knowledgeable about the evaluation procedure used and familiar with the evaluation results, participates in the meeting.

Parent Participation — each responsible agency shall make every effort to insure that the parents of the handicapped child are present at the individualized planning conference or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place and notifying the parents of the meeting early enough to insure that they will have an opportunity to attend. Notification to parents must indicate the purpose, time and location of the meeting and who will be in attendance. All

communications to parents shall be in both English and the primary language of the home, if the primary language is not English.

A meeting may be conducted without a parent in attendance if the responsible agency is unable to convince the parents that they should attend. In this case, the responsible agency shall record its attempts to involve the parents. The attempts may include a written waiver of the parents rights to participate, in accordance with due process procedures, telephone calls, correspondence and home visits.

Upon request, parents shall be given a copy of the IEP.

Upon the parents' request, a formal due process hearing shall be conducted as outlined in Georgia's Annual Program Plan.

Content of IEP — each IEP shall include a statement of the child's present levels of educational performance; a statement of annual goals including short-term instructional objectives; a statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs; the projected dates for initiation of services and the anticipated duration of the services and appropriate objective criteria, evaluation procedures and schedules for determining on at least an annual basis whether the short-term instructional objectives are being achieved.

Placement

Initial Placement — no student shall be placed in a special education program until a Special Education Placement Committee has reviewed all pertinent information and determined an appropriate program for that child.

The decision to place any child into a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee.

Placement committee meeting minutes must be kept.

Signed Parental Consent — all children who are evaluated for possible special education services shall be subject to review by the placement committee. All children who are recommended by the placement committee to be placed in a special education program shall have signed, informed parental consent on file within the school system before placement can occur.

Special Education Placement Committee for Reevaluation — upon the request of any person having the authority to make initial referral, but no later than three years after the last placement decision, all children who are enrolled in special education programs shall be the subject of a meeting of the Special Education Placement Committee which will review all pertinent information and determine the appropriate program for such children based upon the new information.

Any time a change in educational placement is contemplated, the pertinent information must be reviewed and the change approved by the placement committee and the child's parents.

Confidentiality

LEAs maintain records and reports on handicapped children which contain confidential data. Each LEA must instruct persons collecting or using this data of the policies and procedures for the use of confidential data.

Exit Criteria

According to the Georgia Annual Program Plan and Program for Exceptional Children: Regulations and Procedures, all handicapped and gifted persons five through 18 years of age shall be provided a free, appropriate public education. Persons 19 through 21 years of age must be allowed to continue in a program until they complete that program or through age 21, if they were enrolled before age 19.

Criteria for termination or reassignment from an educable mentally retarded program are as follows.

- If it is determined by the Special Education Placement Committee through reevaluation that a student is no longer eligible for placement in a program for the educable mentally retarded.

- If the student transfers or withdraws from the local school system.
- If the student completes his/her planned program and is ready for graduation.

It is recommended that EMR students, upon completion of a planned secondary special education program, be awarded a diploma in the regular commencement exercises. These students should be considered a part of the graduating class and no distinction should be made in the ceremonies.

For further information on due process or other procedural safeguards in effect in Georgia, refer to *Program for Exceptional Children Regulations and Procedures, Georgia Department of Education* and *Georgia's State Program Plan for P.L. 94-142*. Copies of these documents are available in the office of your local school superintendent, director of special education, or your local Georgia Learning Resource System.

Additionally, information on local system procedures is contained in the local system's Special Education Comprehensive Plan which is also available from your local school superintendent or special education director.

Chapter IV
Program Organization

Delivery Models

Least restrictive placement is the educational environment in which the child can function most effectively. To the maximum extent appropriate, exceptional children in the local school system shall be educated with children who are not handicapped. Special classes, separate schooling or other removal of handicapped children from the regular class environment shall occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. It is the policy of the Georgia Department of Education that handicapped children have the right to be educated with their normal peers, unless clear evidence is available that partial or full removal is desirable for the welfare of the child or other children. When an exceptional child is assigned to a special program, educational goals shall be specified; and when these goals are met, the child shall be returned to the most normal setting possible, consistent with the child's capabilities and educational needs (Regulations and Procedures, page 9).

A continuum of delivery systems shall be made available to students identified as educable mentally retarded. Types of models follow.

Categorical Resource Program — this program is for students with mild handicaps who are enrolled in a regular classroom but also receive special instruction in a resource program for less than one half of the school day. The program assures that special and regular teachers together plan a student's total instructional program.

Most EMR students are placed in one of the following types of resource programs.

- Resource Room — A designated classroom to which the students come for instruction. The resource room model assumes that the resource teacher and the regular teacher cooperate in planning the student's total instructional program.
- Recurce Teacher — The resource teacher works with the identified students and the regular teacher within the regular classroom setting.
- Itinerant Program — The itinerant teacher provides instruction to identified students in more than one school. The itinerant teacher assists the EMR students and their regular teachers on a rotating schedule.

Interrelated Resource Program — in this combination program the teacher works with students identified as mildly learning disabled, behavior disordered or educable mentally retarded. This teacher must qualify for an interrelated teaching certificate.

Self-contained Program/Modified Self-contained — this program is for EMR students who require a more structured program over a longer period of time. Students spend one-half or more than one-half of the instructional day within the program. The chronological age range of these students shall not exceed three years. The special education teacher integrates the students into parts of the regular class curriculum if the EMR student will benefit academically, socially, emotionally or vocationally by such regular class participation.

Related Vocational Instruction (RVI) Program — this program provides support services to handicapped secondary students from all handicapping areas enrolled in state-approved regular vocational education programs. The caseload is limited to 22 students with the RVI teacher providing vocational instructional support to the handicapped students.

Other delivery models that may be used with specific EMR students are the residential, multisystem, special day school, crisis intervention or combination.

According to the Program for Exceptional Children: Regulations and Procedures, caseloads for the teacher of educable mentally retarded students are as follows.

	Self-contained	Resource	Itinerant
Primary	14	24	20
Intermediate	16	24	20
Secondary	18	24	20

Certification

To receive T-4 Level-Mental Retardation (K-12) certification, thirty quarter hours should be distributed as follows:

Introduction to Exceptional Children or Psychology of the Exceptional Child	- 5 quarter hours
Nature of Mental Retardation or Psychology of Mental Deficiency	- 5 quarter hours
The Teaching of Reading	- 5 quarter hours
Specialized study selected from the following with a minimum of five quarter hours in any one area.	- 15 quarter hours

Language Development

Family Counseling for Exceptional Children

Recreation for the Mentally Retarded

Behavior Modification and/or Management of Exceptional Children

Occupations and Guidance for the Mentally Retarded

Requirements for T-5 Level - Special Education certification are as follows.

Eligibility for the T-4 certificate in the same field.

Twenty-five quarter hours in the specific field in which the certificate is to be issued.

An applicant seeking the T-5 certificate in a special education field, but whose T-4 certificate is not in special education, must complete the above requirements plus five quarter hours in methods and materials for teaching in the specific field and five quarter hours in a supervised practicum or internship in that field. The applicant must also have the combined undergraduate and graduate courses which meet the teaching field requirements specified for the T-4 certificate.

Personnel

In working with the educable mentally retarded student, the teacher should coordinate activities with the school principal, school psychologist, school psychometrist, occupational therapist, physical therapist, speech and language pathologist, school guidance counselor, school social worker/visiting teacher, vocational education teacher, related vocational instruction (RVI) teachers, vocational rehabilitation counselor, regular education teachers, teacher aides, physicians, dentists and community agencies. These personnel, as a team, assure the full implementation of an EMR student's individualized education program (IEP). As the teacher of an educable mentally retarded student, the use of resource personnel will enhance the development of the student's total instructional program.

In-service

Inservice is the responsibility of each local education agency which should determine local needs, local program plans, resources to be used and contractual arrangements. Colleges and universities, the Georgia Department of Education, Cooperative Education Services Agencies (CESA) and the Georgia Learning Resources System (GLRS) network will function as support personnel for inservice implementation plans. Workshops, course work and staff development should be for regular and special personnel and administrators.

Preplanning and postplanning days can be used for specific topics of concern to regular and special education teachers. Ongoing inservice can be provided throughout the school year by using the following options — classroom visits, teacher meetings, visiting professors, extension courses, consultants, special workshops, institutes, professional libraries, newsletters, fellowships/scholarships and professional conferences and conventions.

Facilities

Classrooms for modified self-contained and resource rooms should be of suitable size in a distraction-free area with appropriate furniture, materials, supplies and equipment to meet the individual needs of the EMR students served. For a self-contained/modified class, the standard size (750 square feet) is suitable. A resource

room should be at least 350 square feet or larger, depending upon the number of students being served at any one time, the kind and amount of furniture and equipment required and the need for storage. Adequate shelving should also be provided. It is strongly recommended that portable classrooms be used only when regular education classes are also housed within such classrooms. Vocationally oriented classrooms should be provided on the junior and senior high levels for EMR students.

Transportation

Transportation for educable mentally retarded students shall be provided in accordance with established policy. Vehicles transporting exceptional students should be appropriately modified to the specific needs of the students which may include such equipment as power lifts, wheelchair fasteners, special seat belts and harnesses. All exceptional students should be adequately supervised while being transported. Work-study programs at the secondary level may use available transportation. Any specialized transportation outlined in a student's IEP must be provided at no cost to the parents.

Chapter V
Instructional Program

Instructional Program

Direct Service Goals and Objectives

The instructional program for an educable mentally retarded student is determined by the content of his/her individualized education program (IEP) which includes annual goals and short-term objectives. The following components should be addressed in planning the educational environment.

Instructional Setting — considerations for the instructional setting must include the least restrictive environment; integration, whenever possible, with nonhandicapped peers, and vocational opportunities.

Roles and functions of the teacher for the educable mentally retarded — these include working with identified students in direct instruction and acting as a resource person to other teachers. Specific functions of the teacher include the following.

- Evaluating each student's learning styles, taking into consideration academic skills, perceptual, language and conceptual skills and behavior and social skills.
- Conferring and planning regularly with the classroom teacher in resource situations concerning curriculum, management, scheduling, homework, grades and similar areas.
- Doing demonstration teaching or assisting in the regular classroom when appropriate.
- Conducting inservice for the faculty upon request.
- Unless itinerant, performing all school duties (such as bus duty) performed by other faculty members.
- Participating on the screening/placement committees.
- Planning or making instructional materials for students or classroom teachers to use.
- Coordinating instruction in resource situations to complement or supplement regular classroom instruction.
- Working as part of a team to aid the special student.
- Adapting media, materials and learning strategies to meet the individual needs of students.
- Providing ongoing assessment of students in the program and maintaining all required records and data forms.
- Communicating and working with parents, ancillary and support personnel to coordinate services to EMR students.

Methodological Issues

A teacher of educable mentally retarded students should include a variety of teaching techniques and strategies to meet the assessed needs and learning styles of EMR students. Some children are visual learners, some are tactile learners, while others are aural learners. An adequate teacher looks at these learning modes and styles his/her teaching techniques to develop student skills. Some of these techniques are learning readiness, exercise, motivation, active participation, reinforcement of desired behavior, overlearning, accuracy, distributed practice and minimal change.

Curricular Considerations

The teacher of the educable mentally retarded should provide an instructional program appropriate to individual needs. Educable mentally retarded students should attain competencies in the areas of personal and social skills, daily living skills and occupational preparation and guidance.

Most educable mentally retarded students will be in resource or modified self-contained classrooms in elementary and secondary schools. The elementary curriculum generally emphasizes functional academics. Subject matter skills are of great importance, but the presentation of those skills should reflect direct relationships to personal-social adequacy, daily living skills and prevocational skills.

The secondary curriculum generally emphasizes a work-study concept. Work-study programs consist of prevocational and vocational training provided through participation in the school's vocational education programs, with inschool and community work experiences. An adjusted academic program, which is coordinated with the vocational program, provides the application of academic skills to community and vocational independence. Students involved in work-study programs may spend part of the day or week acquiring

on-the-job training within the school or community. The remainder of the time is spent in regular vocational education classes or classes teaching daily living and personal-social adjustment skills application.

The secondary EMR program will reflect the quality of its elementary programs. Sequential curriculum throughout the program is imperative if students are to become personally adequate, economically productive and socially effective adults. The following outline should provide some guidelines in determining curricula considerations. Independent living skills and subject matter skills at the elementary level break out into personal-social daily living, and occupational preparation and guidance areas in the secondary level.

Elementary Curriculum Outline

I. Independent Living Skills

A. Personal and Social Adequacy

1. Good mental health

a. Feeling of personal worth; realistic self-concept
b. Security; ability to accept criticism
c. Good interpersonal relationships with family, peers and adults in environment

2. Personal and social competencies in school, home and community

a. Personal and family identification data
b. Mapreading—location of community in state and important points in local area
c. Community communication, transportation and recreational facilities
d. Local legal and service agencies
e. Community businesses, industries, occupations and agriculture

3. Health and safety

a. Body organs and functions
b. Selfcare of body, clothing, diet, exercise
c. Conservation and care of materials and equipment
d. Medical and dental care and services
e. Safety rules for fire, electricity, travel, play, water, drugs, poisons, danger zones
f. Basic first aid
g. Community health and safety services

4. Cultural heritage and current events

a. Important historical figures and events
b. Persons currently in major public offices
c. Appropriate responses to patriotic procedures, songs and emblems
d. Democratic privileges and responsibilities

B. Occupational Competencies

1. Understanding of purposes and privileges of work for the student and others

2. Prevocational skills

a. All academic skills basic to job performance
b. Use and care of basic tools and materials
c. Acceptable work habits
d. Acceptable personal and social behavior

II. Basic Subject Matter Skills

A. Language Arts

1. Reading

a. Vocabulary—word recognition skills, word attack skills
b. Phonics

c. Silent and oral reading
d. Comprehension skills
e. Pleasure reading

2. Language

a. Listening

(1) Auditory discrimination and memory of sounds, words
(2) Story ideas, conversation
(3) Directions

b. Speaking

(1) Personal identification
(2) Vocabulary building
(3) Expression of thoughts including asking for or giving information
(4) Use of speech as social tool as with greetings, jokes

3. Writing

a. Manuscript and beginning cursive if readiness indicates, emphasis on legibility
b. Basic grammar
c. Functional writing—simple letters, lists

4. Spelling

a. Recognition of phonetic elements and independent parts of words
b. Learning to spell—basic vocabulary, needed functional vocabulary
c. Alphabetizing

B. Number concepts

1. Counting
2. Grouping
3. Reading and writing numbers
4. Fundamental facts and procedures
5. Understanding of fractions
6. Simple problem solving; practical application of concepts
7. Measurement—quantity, weight, size, degree, distance, direction, basic shape
8. Money—symbol, value, use
9. Time—clock and calendar
10. Postage
11. Basic vacabulary for all preceding number concepts

C. Science

1. The earth and space
2. Weather
3. Living things and their environment
4. Foods
5. Transportation
6. Machines
7. Communication
8. Famous men and women of science, past and current

Secondary Curriculum Outline

I. Occupational Preparation and Guidance

A. Occupational Awareness and Exploration

1. Personal values, social values, monetary values

2. Local job opportunities
3. Sources of occupational information

B. Occupational Choices

1. Occupational needs, interests, aptitudes
2. Requirements and demands of job

C. Work Habits

1. Occupational safety
2. Quality work
3. Attendance and punctuality
4. Supervision and directions
5. Work with others

D. Physical-Manual Skills

1. Dexterity, balance, coordination
2. Stamina and endurance

E. Job Entry Level Skills

1. Vocational education programs
2. On-the-job training

F. Job Adjustment

1. Find, apply, interview
2. Adjust and maintain

II. Personal-Social Skills

A. Self-awareness

1. Abilities
2. Values
3. Aspirations
4. Interests

B. Self-confidence

1. Feeling of worth
2. Accept praise and criticism
3. Faith in self

C. Socially responsive/interpersonal

1. How to react in situations
2. Form and maintain relationship
3. Understanding characteristics of others
4. How to listen and respond

D. Decision making/problem solving

1. Setting goals
2. Seeing alternatives
3. Seeing consequences
4. Where to find advice

E. Communication

1. React to emergency situations
2. Read, write, speak at level needed for goals

III. Daily Living Skills

A. Managing Finances

1. Identify money and correct change
2. Wise expenditures
3. Bank and credit facility use
4. Keep financial records
5. Calculate and pay taxes

B. Care and Repair of Home and Equipment

1. Select and maintain home
2. Use appliances and tools

C. Personal Needs

1. Appropriate dress
2. Grooming and hygiene
3. Physical fitness
4. Nutrition and weight
5. Illness prevention and treatment

D. Raising Children/Family Living

1. Responsibilities of marriage
2. Child raising procedures
3. Teaching children personal and psychological care
4. Family safety procedure and practices

E. Buying, Planning, Preparing Food

1. Eating skills
2. Plan meals
3. Purchase and prepare meals
4. Clean-up and store food

F. Selecting, Buying, Making Clothes

1. Purchase, maintain clothes
2. Wash, iron, store
3. Mending

G. Civic Activities

1. Basic laws, government
2. Citizen rights and responsibilities
3. Register and voting procedures

H. Leisure Time

1. Plan and choose activities and vacations
2. Group activities
3. Recreational facilities
4. Available resources

I. Community Mobility

1. Traffic rules and safety
2. Uses of transportation
3. Driving car

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Evaluation

Evaluation of student progress should be continuous. Formal tests, teacher-made tests and checklists can be used to determine the effectiveness of instruction. Evaluation is necessary so that revisions in and updating of student objectives are in keeping with student needs. In order to be in compliance with P.L. 94-142, a review of each student's individualized education program (IEP) to determine met or unmet objectives must occur at least once a year.

Secondary educable mentally retarded students successfully completing the objectives and attaining the competencies in their individualized education programs (IEP), will earn Carnegie units and be awarded high school diplomas.

The Program for Exceptional Children: Regulations and Procedures, 1978 states that, "It is recommended that special education students, upon completion of a planned secondary special education program, be awarded a diploma in the regular commencement exercises. These students should be considered a part of the graduating class and no distinction should be made in the ceremonies."

Professional Resources

In working with educable mentally retarded students, teachers must be familiar with diagnostic instruments and curriculum guides for their area of specialization. The appendix contains a listing of these professional resources.

Materials and Equipment

Materials, media and equipment for the educable mentally retarded should meet sequential and developmental criteria appropriate to each curriculum objective. Some materials will need to be teacher-made and designed for individual students. Appropriate materials, media and equipment should be provided for the instructional areas of personal-social skills, daily living skills and occupational preparation and guidance. It is recommended that the composition of the class and individual needs of students be assessed prior to ordering. The appendix contains a listing of instructional materials sources.

Related Services

Related services as defined in P.L. 94-142 are those supportive services required to assist a handicapped child to benefit from special education. It includes transportation, psychological services, recreation, early identification and assessment of disabilities in children, counseling services and diagnostic or evaluative medical services. It also includes school health services, school social work services, parent counseling and training, providing parents with information about child development and assisting parents in understanding the special needs of their child. Some of the more common related services for educable mentally retarded students include vocational rehabilitation services, Related Vocational Instruction (RVI), speech pathology, audiology and physical or occupational therapy.

All related services needed to assist the educable mentally retarded student to benefit from special education must be listed on his/her individualized education program (IEP).

Chapter VI
Program Evaluation

Program Evaluation

Program evaluation determines areas of program strength or weakness. A comprehensive evaluation process will determine what revisions are necessary to improve program quality. Information should be obtained from all personnel involved in the program including parents, teachers, administrators and ancillary and support personnel.

The following checklist suggests program areas to be included in the evaluation.

	Yes	No	Comment
Eligibility			
Children are of legal school age.			
Adaptive behavior criteria has been considered.			
Observation data, student records and case history has been gathered and reviewed.			
Each student has individually administered psychological examination.			
All individual psychologicals are less than three years old.			
Each student has had a comprehensive educational evaluation.			
Reevaluations include all educational and psychological assessments initially administered.			
Due Process Procedures Followed			
Hearing and vision screening prior to evaluation.			
Parental consent prior to evaluation.			
Students subject of special education placement committee.			
Placement committee meeting minutes show reasons for proposed decisions.			
Documentation of parents' involvement in placement decision and development of IEP.			
Parental consent prior to placement.			
Placement of EMR students in the most appropriate, least restrictive environment.			
One IEP per child reflecting all special education and related services.			
Due process forms include all parental rights required by P.L. 94-142.			
Annual review of IEP.			
Confidentiality procedures adequate.			

	Yes	No	Comment
Comprehensive Program and Related Services An appropriate program for EMR students is available at the primary, intermediate and secondary levels.			
Special education ancillary services appropriate to students are available • physical therapy • occupational therapy • speech therapy • Adaptive P.E.			
Related services appropriate to students are available • transportation • social worker/visiting teacher • school nurse/health department • school psychologist/psychometrist • school guidance counselor • audiologist • Related Vocational Instruction • vocational rehabilitation counselor • other			
A variety of program alternatives are available to EMR students including, but not limited to, resource and modified self-contained.			
EMR students have an opportunity to earn Carnegie Units towards a regular high school diploma.			
Facilities Programs for EMR students are housed with non-handicapped children of comparable chronological age.			
EMR classroom space is comparable to that of non-handicapped classrooms.			
Storage space for materials and equipment is adequate.			
When necessary, programs are accessible and architecturally barrier-free.			
Transportation Transportation is available for work-study students.			
Specially equipped buses are available for physically impaired EMR students.			
Bus routes provide service requiring less than one and one-half hours on route each way.			
Transportation is available for field trips.			

	Yes	No	Comment
Education Program Professional staff are involved in the selection of • curriculum guides • assessment instruments • materials and equipment			
There is an adopted, adapted or system-written EMR curriculum guide.			
Instructional programming is provided in the areas of • personal-social skills • daily living skills • occupational preparation and guidance			
EMR classes adhere to caseloads contained in Program for Exceptional Children: Regulations and Procedures.			
Adequate materials and equipment appropriate for the age and instructional needs of the EMR students are available.			
There is participation of EMR students with non-handicapped in • lunch • assembly • library • playground • clubs • physical education • music • art • field trips • band and chorus • regular graduation exercises • other			
Secondary EMR students successfully enrolled in regular vocational education programs with the support services of EMR and/or RVI teachers.			
Coordination of the EMR teacher and vocational rehabilitation personnel in the secondary EMR work-study program.			
Personnel Professional staff are fully certified in MR and/or Interrelated.			
Paraprofessionals, if available, are appropriately licensed.			
Adequate use of paraprofessionals.			
Staff involved in ongoing planned staff development.			

	Yes	No	Comment
Staff informed of and provisions made for attending professional meetings, conferences and workshops.			
Release time is provided for secondary teachers of EMR for work-study program supervision.			
Coordination with Community Agencies Vocational Rehabilitation			
Mental Health			
Health Department			
Parks and Recreation			
Department of Family and Children's Services			
Other			

Chapter VII
Additional Resources

Additional Resources

Professional Associations and Organizations

National Level —

National & Community Agencies
Directory of Organizations Interested in the Handicapped (1976) published by Committee for the Handicapped, Washington, D.C.

American Association for the Education of the Severely/Profoundly Handicapped
Box 15287
Seattle, Wash.

American Association on Mental Deficiency
5201 Connecticut Ave. NW
Washington, D.C. 20015

Association for the Help of Retarded Children
200 Park Ave. South
New York, N.Y. 10003

Council for Exceptional Children
1920 Association Dr.
Reston, Va. 22091

Closer Look
National Special Education
Box 1492
Washington, D.C. 20012

Developmental Disabilities
4th and C Streets NW
Washington, D.C. 20202

National Association for Retarded Citizens
2709 Avenue E East
P. O. Box 6109
Arlington, Texas 76011

National Association of State Directors of Special Education
1201 16th St. NW #301-C
Washington, D.C. 20036

Epilepsy Foundation of America
1828 L St. NW
Washington, D.C. 20036

President's Committee on Employment of the Handicapped
Washington, D.C. 20210

President's Committee on Mental Retardation
7th and D Streets SW
Washington, D.C. 20201

United Cerebral Palsy Association, Inc.
66 East 34th St.
New York, N.Y. 10016

Social Security Administration
6401 Security Blvd.
Baltimore, Md. 21235

National Center on Educational Media and Materials for the Handicappped
Ohio State University
220 West 12th St.
Columbus, Ohio 43210

National Center for Law and the Handicapped
1235 North Eddy St.
South Bend, Ind.

National Information Center for the Handicapped
P. O. Box 1492
Washington, D.C. 20013

State Level —

Georgia Department of Education
Program for Exceptional Children
Room 307 Education Annex
Atlanta, Ga. 30334

Georgia Association of Retarded Citizens
1851 Ram Runway
Suite 104
College Park, Ga. 30337

Georgia Retardation Center
4770 North Peachtree Rd.
Chamblee, Ga. 30338

Georgia Chapter
National Multiple Sclerosis Society
1776 Peachtree Rd. NW
Suite 640
Atlanta, Ga. 30309

Georgia Rehabilitation Center
Warm Springs, Ga. 31830

Georgia Department of Human Resources
Division of Vocational Rehabilitation
State Office Building
Atlanta, Ga. 30334

Kidney Foundation of Georgia
3330 Peachtree Rd. NE
Suite 350
Atlanta, Ga. 30326

Leukemia Society of America, Inc.
Greater Georgia Chapter
1750 Peachtree Rd.
Room 350
Atlanta, Ga. 30309

Scottish Rite Hospital
1001 Johnson Ferry Rd. NE
Atlanta, Ga. 30342

Sicle Cell Foundation of Georgia, Inc.
2391 Sewell Rd. SW
Atlanta, Ga. 30311

Muscular Dystrophy Association
Atlanta Area Chapter
Suite 105
1680 Tully Cir. NE
Atlanta, Ga. 30329

Office of Consumer Affairs Tie Line
618 Ponce de Leon NE
Atlanta, Ga. 30308

Georgia Heart Association, Inc.
2581 Piedmont Rd. NE
Atlanta, Ga. 30324

Epilepsy Foundation of America, Inc.
Georgia Chapter
1677 Tully Cir.
Suite 117
Atlanta, Ga. 30329

Emory University Children's Clinic
1711 Uppergate Dr. NE
Atlanta, Ga. 30322

Georgia Center for the Multihandicapped
1815 Ponce de Leon Ave. NE
Atlanta, Ga. 30307

Georgia Mental Health Institute
1256 Briarcliff Rd.
Atlanta, Ga. 30306

Community Resources

This section is to be completed by the local educational agency. Efforts should be made to locate all agencies within the community that will provide additional support services for the educable mentally retarded student.

Objectives for the identification of community resources should be to maintain a parent information file, use resources within the school system, participate in professional organizations, continue to locate additional resources and maintain a current file of local resources.

Georgia Learning Resources System (GLRS)

GLRS has an instructional materials center for special educators to preview and borrow materials. The collection includes diagnostic materials, teacher training and professional materials and instructional materials. These are loaned on a short-term basis to prove educational intervention for particular children, to be used by teachers for trial or preview or to help selection and purchase decisions.

GLRS also provides in-service training through workshops and conferences on effective use of media and educational equipment, new teaching techniques and methods and innovative instructional materials. Every effort is made to provide workshops which directly relate to the identified needs or interests of each school system.

GLRS maintains a videotape collection of outstanding special education workshops which have been conducted throughout Georgia. In addition, exemplary special classrooms can be videotaped. These tapes may be borrowed for workshops, in-service meetings or individual previewing.

GLRS sponsors various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation. The Select-Ed Prescriptive Materials Retrieval System, Computer-based Resource Units (CBRU), Educational Research Information Center (ERIC), Materials Analysis and Retrieval System (MARS) and the Master-Teacher Model are some of the educational innovations which GLRS has introduced to Georgia educators.

GLRS acts as an information interchange network. Information is disseminated to special educators about the various areas of exceptionality, about programs and services offered to exceptional children in Georgia and about meetings and conferences of interest to special educators.

GLRS provides information and referral for diagnostic services and educational planning for the severely handicapped child.

Centers for Severely Emotionally Disturbed

The SED centers are multidistrict programs designed to serve a low incidence population. The projected population for SED is one-half percent (.005%) of the population, ages zero-16. There are currently 24 centers, each with satellite services, providing nonresidential, community-based services including diagnostic educational, psychological and psychiatric assessment; remedial services such as special education classes, individual or group therapy and parent services.

Each center is responsible for serving children, ages zero through 16, who are severely emotionally disturbed or behaviorally disordered. The major admission requirement will be the presence of an emotional or behavioral disorder severe enough to require a special child treatment program or a special education program not available in the public school or community. Children who are mild to moderate behavior problems or discipline problems are not eligible. Eligible children are characterized by severe emotional disturbance such as, but not limited to, childhood schizophrenia, autism, severe emotional deprivation and adjustment reactions; severe behavioral disorders such as, but not limited to, neurological impairment, cultural deprivation and developmental deficiencies, and severe school-related maladjustment such as, but not limited to, behavior, socialization communication and academic skills.

At all centers, referrals will be accepted from, but not limited to, early childhood programs, private day care programs, community service centers, well baby clinics, kindergartens, public schools, parents and other child-serving agencies and physicians.

For additional information, contact the State Coordinator, Centers for Severely Emotionally Disturbed, Georgia Department of Education, Education Annex, Atlanta, Georgia 30334 or call (404) 656-6317.

Appendix A
Georgia Learning Resources System Directory

Georgia Learning Resources System Directory

State Coordinator, GLRS
Program for Exceptional Children
Georgia Department of Education
Education Annex
Atlanta, Georgia 30334
(404) 656-2425 (GIST) 221-2428

SOUTHWEST GEORGIA CENTER, GLRS
P. O. Box 1470
Albany, Ga. 31702
(912) 432-9151

*Southwest Georgia GLRS Satellite
Early County Junior High School
Blakely, Ga. 31723
(912) 723-3749

WEST CENTRAL CENTER, GLRS
55 Savannah St.
Newnan, Ga. 30263
(404) 251-0888, (GIST) 232-1496

NORTH GEORGIA CENTER, GLRS
P. O. Box 546
Cleveland, Ga. 30528
(404) 865-2043

METRO EAST CENTER, GLRS
Robert Shaw Center
385 Glendale Rd.
Scottdale, Ga. 30079
(404) 292-7272

METRO WEST CENTER, GLRS
Metro CESA
2268 Adams Dr. NW
Atlanta, Ga. 30318
(404) 352-2697

NORTHEAST GEORGIA CENTER, GLRS
Northeast Georgia CESA
375 Winter Dr.
Winterville, Ga. 30683
(404) 742-8292, (GIST) 241-7675

MIDDLE GEORGIA CENTER, GLRS
915 Hill Park
Whittle Building
Macon, Ga. 31201
(912) 743-9195

EAST GEORGIA CENTER, GLRS
Joseph Lamar Elementary School
907 Baker Ave.
Augusta, Ga. 30904
(404) 736-0760

*Louisville Center, GLRS Satellite
Louisville Academy
Louisville, Ga. 30434
(912) 624-7794

NORTH CENTRAL CENTER, GLRS
North Georgia CESA
#5 West Side Square
Ellijay, Ga. 30540
(404) 635-5391

WEST GEORGIA CENTER, GLRS
1532 Fifth Ave.
Columbus, Ga. 31901
(404) 323-7075

*West Georgia GLRS Satellite
Sumter County Instructional Materials Center
Americus, Ga. 31709
(912) 924-4955

NORTHWEST GEORGIA CENTER, GLRS
Doctor's Building, Park Ave.
Trion, Ga. 30753
(404) 734-7323

*GLRS Satellite, NW Georgia CESA
Cedartown, Ga. 30125
(404) 684-5443, (GIST) 295-6190

METRO SOUTH CENTER, GLRS
Griffin CESA
P. O. Drawer H
Griffin, Ga. 30223
(404) 227-0632, (GIST) 253-7311

SOUTH CENTRAL CENTER, GLRS
Child Development Center
1492 Bailey St.
Waycross, Ga. 31501
(912) 285-6191 (GIST) 368-6191

*South Central Center, GLRS (West)
Coastal Plains CESA
1200 Williams St.
Valdosta, Ga. 31601
(912) 247-3482

COASTAL AREA CENTER, GLRS
Chatham County Board of Education
208 Bull St., Room 300
Savannah, Ga. 31401
(912) 234-2541, ext. 301 or 302

*Coastal Area GLRS Satellite
2400 Reynolds St.
Brunswick, Ga. 31520
(912) 264-6222

EAST CENTRAL CENTER, GLRS
Wrightsville Primary School
P. O. Box 275
Wrightsville, Ga. 31096
(912) 864-3246

*GLRS Satellite, Heart of GA. CESA
312 South Main St.
Eastman, Ga. 31023
(912) 374-5244

SOUTHEAST GEORGIA CENTER, GLRS
J. R. Trippe School
400 W. Second St.
Vidalia, Ga. 30474
(912) 537-7797

*Satellite Center of the preceding GLRS Center

Appendix B
Programs Offered by Georgia Colleges and Universities

ALBANY STATE COLLEGE
Department of Psychology
504 College Dr.
Albany, Ga. 31705
(912) 439-4042

Undergraduate Level
Mental Retardation (Educable)

ATLANTA UNIVERSITY
Special Education Department
223 Chestnut St.
Atlanta, Ga. 30314
(404) 525-8234

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Post Graduate Level
Mental Retardation (Educable)

AUGUSTA COLLEGE
Special Education Department
Augusta, Ga. 30904
(404) 628-3601

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

BRENAU COLLEGE
Division of Education and Graduate Study
Gainesville, Ga. 30501
(404) 532-4341, ext. 231

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

COLUMBUS COLLEGE
Special Education Department
Columbus, Ga. 31907
(404) 568-2251

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

GEORGIA COLLEGE
School of Education
Milledgeville, Ga. 31061
(912) 453-4577

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

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Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

GEORGIA SOUTHERN COLLEGE
Special Education Department
Statesboro, Ga. 30459
(912) 681-5596

Undergraduate Level
Mental Retardation (Educable)

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

GEORGIA STATE UNIVERSITY
Department of Special Education
University Plaza
Atlanta, Ga. 30303
(404) 658-2543

Graduate Level
Mildly Handicapped
Moderately/Severely Handicapped

Post Master Level (Ed.S.)
Mental Retardation

Doctoral Level
Mental Retardation

MERCER UNIVERSITY
Special Education Department
Macon, Georgia 31204
(912) 745-6811

Undergraduate Level
Mental Retardation

MORRIS BROWN COLLEGE
Department of Education and Psychology
Room 302
643 Martin Luther King Dr. SW
Atlanta, Ga. 30314
(404) 525-7831, ext. 38

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

NORTH GEORGIA COLLEGE
Special Education Department
Dahlonega, Ga. 30533
(404) 864-3391, ext. 310

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

UNIVERSITY OF GEORGIA
Division for Exceptional Children
570 Aderhold Hall
Athens, Ga. 30602
(404) 542-1685, ext. 31

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Doctoral Level
Mental Retardation

VALDOSTA STATE COLLEGE
Special Education Department
Valdosta, Ga. 31601
(912) 247-3270

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

WEST GEORGIA COLLEGE
Department of Special Education
Carrollton, Ga. 30117
(404) 834-1332

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)

Appendix C
Adaptive Behavior Checklists

Adaptive Behavior Checklists

The following checklists measure various aspects of adaptive behavior. Some are formal and others are informal. The normative information which is available for certain checklists should be considered according to its appropriateness for the students with which it will be used. Development of local norms is recommended to increase the usefulness of many of these checklists.

Scales	Norms Available (N)	Age Range	Publisher
Adaptive Behavior Inventory for Children (ABIC) Mercer & Lewis	N	5-0 to 11-11	Psychological Corporation 757 Third Ave. New York, N.Y. 10017
Adaptive Behavior Scale-Public School Version (ABS-PS) Lambert, Windmiller, Cole and Figueroa, 1974	N	7-3 to 13-2	American Association on Mental Deficiency 5101 Wisconsin Ave. NW Washington, D.C. 20016
Basic Skills Children from the Ages of 0-5 Years Should Acquire			Mary Free Bed Hospital and Rehabilitation Center 920 Cherry St. SC Grand Rapids, Mich. 49506
Behavior Characteristics Progression Chart (BCP) Santa Cruz Co. Office of Education			VORT Corporation P. O. Box 11757 Palo Alto, CA 94306
Callier-Azusa Scale Stillman, (Ed.), 1975	N	Newborn to 8 years	Callier Center for Communication Disorders The University of Texas, Dallas 1966 Inwood Rd. Dallas, Texas 75235
Cambridge Assessment Developmental Rating and Evaluation, Welch, O'Brien, & Ayers, 1974		Newborn to Adult	Cambridge Area Developmental Rehabilitation and Education Center Cambridge Independent School District Cambridge, Minn. 55008
Developmental Evaluation Scale Dallas County MHMR Center, 1973		Newborn to Adult	Dallas County MHMR Center 2710 Stemmons Freeway Dallas, Texas 75207
Developmental Profile Alpern and Boll, 1972	N	Newborn to 12 years	Psychological Development Publications P. O. Box 3198 Aspen, Colo. 81611
Evaluation Checklist Educable Mentally Retarded			Education Department Craig State School Sonyea, N.Y. 14556
Fairview Behavior Evaluation Battery, Fairview State Hospital, 1970		Newborn to 10 years	Research Department Fairview State Hospital 2501 Harbor Blvd. Costa Mesa, CA 92626
Guide to Early Developmental Training			Wabash Center for the Mentally Retarded Lafayette, Ind. 47904

Lakeland Village Adaptive Behavior Grid			Grant O. Gilbert Lakeland Village P. O. Box 200 Medicac Lake, Wash. 99022
Lapeer Adaptive Behavior Profile			Oakdale Center for Developmental Disabilities Lapeer, Mich. 48446
Learning Accomplishment Profile (LAP) Sanford, 1974	N	Newborn to 6 years	Kapplan School Supply Corp. 600 Jonestown Rd. Winston-Salem, NC 27103
Meyer Children's Rehabilitation Institution Early Childhood Education Program Developmental Scales			Meyer Children's Rehabilitation Institute 444 South 44th ST. Omaha, NE 68131
Preschool and Kindergarten Profile, DiNola, Kaminsky, & Sternfield, 1970			Reporting Service for Children 563 Westview Ave. Ridgefield, NJ 07567
Preschool Attainment Record	N	6 mos. to 7 years	American Guidance Service Publisher's Bldg. Circle Pines, Minn. 55014
Progress Assessment Chart (PAC) Gunzberg			SEFA Publications, Ltd. 240 Holliday St. Birmingham 1, England
Social and Prevocational Information Battery Halpern, Raffeld, Irvin, & Link, 1975	N	EMR Adolescents	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940
Special Education, Individual Therapy, Occupational Therapy, Family Therapy Psychodrama, Group Therapy, and Recreational Therapy Rating Forms			Central Louisiana State Hospital Pineville, La. 71360
Vineland Social Maturity Scale	N	Newborn to 30 years	American Guidance Service Publishers Bldg. Circle Pines, Minn. 55014
Y.E.M.R. Performance Profile for the Young Moderately and Mildly Retarded, DeNola, Kaminsky, & Sternfield, 1967		Primary EMR	Reporting Service for Children 563 Westview Ave. Ridgefield, NJ 07567

Appendix D
Curriculum Guides

Curriculum Guides for Mentally Retarded

General

American Association for Health, Physical Education and Recreation. *Physical activities for the mentally retarded - Ideas for instruction.* Washington, D.C.: Author, 1968.

American Association for Health, Physical Education and Recreation. *Special fitness test manual for the mentally retarded.* Washington, D.C.: Author, 1968.

Buffalo Public Schools, Division of Curriculum Evaluation and Development. *Art: Projects and activities for the mentally retarded.* Buffalo, N.Y.: Author, 1969.

Cratty, B. J. *Developmental sequence of perceptual-motor tasks: Movement activities for neurologically handicapped and retarded children and youth.* Freeport, N.Y.: Educational Activities, Inc., 1967.

Home and Family Living Laboratory, Child Development Center. *Home and family living laboratory curriculum guide.* St. Paul, MN: Author, 1975.

Independence Public Schools. *Language is living: A guide to foster language development for mentally retarded individuals.* Madison, WI: Department of Public Instruction, 1973.

Klappholz, L. (Ed.) *Physical education for the physically handicapped and mentally retarded.* New London, CT: Croft Educational Services, Inc., 1969.

Louisiana State Department of Education, Division of Special Educational Services. *Tentative guide for teaching the mentally retarded.* Louisiana: Author, 1973.

Mayer, W. V. (Ed.) *Planning curriculum development with examples from projects for the mentally retarded.* Boulder, CO: Biological Sciences Curriculum Study, 1975.

Michigan Department of Education. *A handbook of suggestions for developmental learning.* Lansing, MI: Author.

New York State Education Department, Division for Handicapped Children. *Arts and crafts for mentally retarded children.* Albany, NY: Author.

Voss, D. G. *Physical education curriculum for the mentally handicapped* (Bulletin No. 2102). Manitowoc County, WI: Manitowoc County Handicapped Children's Education Board, 1974.

Educable Mentally Retarded

Basic curriculum materials for classes of children with mental retardation. Buffalo, NY: State University College, n.d.

Blessing, K. R., *A needs approach to curriculum development involving prescriptive teaching.* Madison, WI: Department of Public Instruction, EMR Curriculum Project, Division for Handicapped Children, 1969.

Blessing, K. R., Mathias, D.C. and Pfaeffle, H. (Eds.). *Primary level resource guide for educable mentally retarded* (Bulletin 21-B: Vols. I and II). Madison, WI: Department of Public Instruction, Bureau for Handicapped Children, 1964.

Bonham, S. J. Jr. *A decade of progress 1960-1970. The program for the educable mentally retarded.* Columbus, OH: Department of Education, 1970.

Buffalo Public Schools, Division of Curriculum Evaluation and Development. *Social studies for educable mentally retarded.* Buffalo, NY: Author, 1968.

Conrad, F. P. *Special education curriculum guide, junior high level, Core IV.* Medina, NY: Medina Central School District No. 1, 1966.

Cross, J. L. *Guidelines for the administration of educable mentally retarded program.* Columbus, OH: Ohio Department of Education, 1970.

Doud, G., Harper, I., Simmons, M., Stemmler, B. *Curriculum bulletin no. 67: Arithmetic concepts for elementary educable mentally retarded.* Syracus, NY: Syracus City School District.

Jamestown Public Schools. *A brief outline of the program for educable special classes.* Jamestown, NY: Author.

Lackawanna City School District. *Revised curriculum for the educable mentally retarded.* Junior and senior high school. Lackawanna, NY: Author, 1968.

Marysville Joint Unified School District. *Curriculum guide for elementary education: EMR.* Marysville, CA: Author, 1973.

Mississippi State Department of Education. *A curriculum outline: Cooperative program (Educable mentally retarded).* Jackson, MS: Author, 1973.

Missouri State Department of Education. *Special education guide for teachers. (EMR).* Missouri: Author.

Murdock, R. C. *Vocational education curriculum development for adolescent educable mentally retarded project.* Oshkosh, WI: University of Wisconsin.

New, F. E. *Guidelines work-study phase of educable mentally retarded program.* Columbus, OH: Ohio Department of Education, 1972.

New York State Education Department, Division for Handicapped Children. *A guide for beginning teachers of educable mentally retarded children.* Albany, NY: Author, 1972.

North Carolina Department of Public Instruction. *Resource - Regular class programs serving educable mentally retarded pupils.* North Carolina: Author, 1973.

North Dakota Department of Public Instruction, Special Education in North Dakota. *Guide II - A curriculum system for classes for educable mentally handicapped students.* Bismarck, ND: Author, 1974.

Racine Unified School District, Division of Special Education. *Learning to manage one's money: A resource for implementation of the State curriculum for the EMR.* Madison, WI: Department of Public Instruction, 1970.

Southwest Georgia Cooperative Education Service Agency. *Clues for teaching the EMR child.* Leary, GA: Author, 1973.

Voss, D. G. *Physical education curriculum for the mentally handicapped.* Manitowoc County, WI: Manitowoc County Handicapped Children's Education Board, 1974.

Williamsville Board of Cooperative Educational Services. *Curriculum overview for use by teachers of students with retarded mental development.* Williamsville, NY: Author, 1968.

Wisconsin Department of Public Instruction. *EMR curriculum. A persisting life needs approach.* Madison, WI: Author.

Wisconsin Department of Public Instruction, Division for Handicapped Children. *Teacher's handbook for implementation of the State curriculum for educable mentally retarded.* Madison, WI: Author, 1970.

Wisconsin Department of Public Instruction, Division for Handicapped Children. *Programming public school services for retarded children in Wisconsin.* Madison, WI: Author, 1967.

Younie, W. J. (Ed.). *Guidelines for establishing school-work programs for educable mentally retarded youth* (Vol. 48, No. 10). Richmond, VA: Virginia State Department of Education, Special Education Service, 1966.

Appendix E
Special Education
Instructional Materials Sources

Southeastern Materials Center

The Southeastern Materials Center, one of 14 members in the National Network of Instructional Materials Centers for Handicapped Children and Youth, is funded under the Bureau of Education for the Handicapped, U.S.O.E.

Publishers of Special Education Materials

Abingdon Press
201 Eighth Ave. S
Nashville, Tenn. 37203

Acadia Press
1144 S. Main St.
Scranton, Penn. 18504

Academic Media, Inc.
10835 Santa Monica Blvd.
Los Angeles, Calif. 90025

Addison Wesley Publishing Company
Reading, Mass. 01867

*Alexander Graham Bell Association for the Deaf
1537 - 35 St. NW
Washington, D.C. 20007

*Allied Education Council
Distribution Center
P. O. Box 78
Galien, Mich. 49113

Allyn and Bacon, Inc.
College Division
150 Tremont St.
Boston, Mass. 02111
Catalog entitled "Educational Psychology" lists publications related to special education.

*Altro Health and Rehabilitation Services
373 Park Ave. S
New York, N.Y. 10016

*American Academy for Cerebral Palsy
1520 Louisiana Ave.
New Orleans, La. 70115

*American Annals of the Deaf
Gallaudet College
Seventh St. and Florida Ave.
Washington, D.C. 20002

*American Association for Health, Physical Education and Recreation
Project on Recreation and Fitness for the Mentally Retarded
1201 - 16 St. NW
Washington, D.C. 20036

*American Association on Mental Deficiency
20 North St.
Willimantic, Conn. 06226

*American Cleft Palate Association
Department of Communicative Disorders
College of Health Related Professions
University of Florida
Gainesville, Fla. 32603

American Education Research Association
National Education Association
1201 - 16 St. NW
Washington, D.C. 20036

*American Foundation for the Blind, Inc.
15 West 16 St.
New York, N.Y. 10011

American Guidance Service, Inc.
Publishers' Bldg.
Circle Pines, Minn. 55014

American Library Association
50 East Huron St.
Chicago, Ill. 60611

American Medical Association
535 N. Dearborn St.
Chicago, Ill. 60610

American Occupational Therapy Association
250 West 57 St.
New York, N.Y. 10019

American Personnel and Guidance Association
1605 New Hampshire Ave. NW
Washington, D.C. 20009

*Curriculum Materials Corporation
119 South Roach St.
Jackson, Miss. 39205

Curriculum Research Press
P. O. Box 848
Huntington, N.Y. 11743

The John Day Company, Inc., Publishers
62 West 45 St.
New York, N.Y. 10036

T. S. Denison & Company, Inc.
321 Fifth Ave. S
Minneapolis, Minn. 55415

*Devereux Foundation
Department of Publications
Devon, Penn. 19333

Dexter and Westbrook, Ltd.
111 South Centre Ave.
Rockville Centre, N.Y. 11571

Doubleday and Company, Inc.
School and Library Division
Garden City, Long Island, NY 11530

E. P. Dutton and Company, Inc.
201 Park Ave. S
New York, NY 10003

Education Industry Service
1225 East 60 St.
Chicago, Ill. 60637

Educational Activities, Inc.
P. O. Box 392
Freeport, N.Y. 11520

Educational Developmental
Laboratories, Inc.
Huntington, NY 11743

Educators Progress Service
Randolph, Wis. 53956

Educators Publishing Service, Inc.
301 Vassar St.
Cambridge, Mass. 02139

*Epilepsy Foundation
1419 H St. NW
Washington, D.C. 20005

*Expression Company
Publishers
P. O. Box 11
Magnolia, Mass. 01930

*Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

*Finney Company
3350 Gorham Ave.
Minneapolis, Minn. 55426

Follett Publishing Company
1010 West Washington Blvd.
Chicago, Ill. 60607

Garrard Publishing Company
1607 N. Market St.
Champaign, Ill. 61820

Globe Book Company, Inc.
175 Fifth Ave.
New York, N.Y. 10010

Go-Mo Products, Inc.
1441 Headford Ave.
P. O. Box 143
Waterloo, Iowa 50704

*Gracewood State School and Hospital
Gracewood, Ga. 30812

Grolier Educational Corporation
Spencer Division
575 Lexington Ave.
New York, N.Y. 10022

Grune and Stratton, Inc.
381 Park Ave. S
New York, NY 10016

*Ardelle Manning Productions
P. O. Box 125
Palo Alto, Calif. 94302

*Media
P. O. Box 2005
Van Nuys, Calif. 91404

Charles E. Merrill Books, Inc.
1300 Alum Creek Dr.
Columbus, Ohio 43216
"Books in Education" catalog
includes a section of special
education publications.

Montana Reading Clinic Publications
Billings, Mont.

*National Association for Retarded
Children, Inc.
420 Lexington Ave.
New York, NY 10017

*National Association of Sheltered
Workshops and Homebound Programs
1522 K St. NW
Washington, D.C. 20005

*National Catholic Education Association
Special Education Department
1785 Massachusetts Ave. NW
Washington, D.C. 20036

National Council of Teachers of English
508 S. Sixth St.
Champaign, Ill. 61822

National Education Association
1201 - 16 St. NW
Washington, D.C. 20036

*The National Foundation—March of Dimes
800 Second Ave.
New York, NY 10017

*National Institute of Neurological Diseases and Blindness
National Institute of Health
Bethesda, Md. 20014

National Laboratory on Early Childhood Education
805 W. Pennsylvania Ave.
Urbana, Ill. 61801

*National Rehabilitation Association
1522 K St. NW
Washington, D.C. 20005

*National Society for Crippled Children and Adults
2023 West Ogden Ave.
Chicago, Ill. 60612

*New Jersey Association for Brain Injured Children
61 Lincoln St.
East Orange, NJ 07017

New Readers Press
Box 131
Syracuse, NY 13210

*New York Association for Brain Injured Children
305 Broadway
New York, NY 10017

Noble and Noble Publishers, Inc.
750 Third Ave.
New York, NY 10017

*The Oddo Publishing Company
Box 999
201 S. Second St.
Mankato, Minn. 56002

*Ohio Society for Crippled Children and Adults
311 Kendall Place
Columbus, Ohio 43205

*Owen Publishing Company
Dansville, NY 14437

Pacifica House Publishers
San Anselmo, Calif. 94960

Southern Universities Press
Box 1441
Missoula, Mont. 59801

*Southern Wisconsin Colony and Training School
Union Grove, Wis. 53182

*Special Child Publications
Seattle Seguin School, Inc.
Room 320
71 Columbia St.
Seattle, Wash. 98104

*Special Education Curriculum Development Center
University of Iowa
Iowa City, Iowa 52240

*Special Educaton Materials Development Center
Department C - Division of Fore, Inc.
2020 R St. NW
Washington, D.C. 20009

*Speech Foundation of America
152 Lombardy Rd.
Memphis, Tenn. 38111

*Speech Materials
Box 1713
Ann Arbor, Mich. 48106

*Stanwix House, Inc.
3020 Chartiers Ave.
Pittsburgh, Penn. 15204

Syracuse University Press
Box 87, University Station
Syracuse, NY 13210

Systems for Education, Inc.
612 N. Michigan Ave.
Chicago, Ill. 60611

Bureau of Publications
Teachers College
Columbia University
525 W. 120 St.
New York, NY 10027

Teaching Aids Company
2511 Marquette St.
Davenport, Iowa 52804

Teaching Resources, Inc.
334 Boylston St.
Boston, Mass. 02116

*Texas Association for Children with Learning Disabilities
714 E. Mitchell
Arlington, Texas 76010

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Charles C. Thomas, Publisher
301-327 E. Lawrence Ave.
Springfield, Ill. 62703

*John Tracy Clinic
806 Adams Blvd.
Los Angeles, Calif.

*Fern Tripp
2035 E. Sierra Way
Dinuba, Calif. 93618

*United Association for Retarded Children
207 E. Buffalo
Milwaukee, Wis. 53202

*United Cerebral Palsy Association, Inc.
321 W. 44 St.
New York, NY 10036

U.S. Children's Bureau
Department of Health, Education and Welfare
Washington, D.C. 20201

U.S. Department of Health, Education and Welfare
Office of Education
Washington, D.C. 20201

*Denotes those publishing special education materials exclusively or primarily.

Sources of Teacher's Aids

Anthony School Equipment Company
1603 E. Olive St.
P. O. Box 5527
Milwaukee, Wis. 53211
Speecor - a Mobile teaching aid for speech correction is available.

Appleton-Century-Crofts
440 Park Ave. S
New York, NY 10016
Language Lotto and Matrix games are available.

Dick Blick
P. O. Box 1267
Galesburg, Ill. 61401
"Special Education Catalog" offers maps, globes, charts, as well as toys and arts and crafts materials. Catalog of Milton Bradley materials available from Blick lists math and reading aids.

Childplay of New York, Inc.
43 E. 19 St.
New York, NY 10003
Catalog "Materials and Equipment . . ." lists teacher's aids, toys and arts and crafts materials.

Community Playthings
Rifton, NY 12471
Catalog lists toys and equipment.

Constructive Playthings
1040 E. 85
Kansas City, Mo. 64131
Offer teacher's aids and toys.

Continental Press, Inc.
127 Cain St. NW
Atlanta, Ga. 30303
Offer preprinted masters for liquid duplicators. Much of their material is specifically for exceptional children.

George F. Cram Company, Inc.
730 E. Washington St.
Indianapolis, Ind. 46202
Listing of "Visual Aids for Special Education" includes maps and globes.

Creative Playthings, Inc.
Princeton, NJ 08540
Offer teacher's aids, puzzles, games, toys and play equipment.

Cuisenaire Company of America, Inc.
9 Elm Ave.
Mt. Vernon, NY 10550
Offer mathematical teaching aids.

Curriculum Research Press
P. O. Box 848
Huntington, NY 11743
Lok-Letters, a spelling and word construction teacher's aid is available.

Denoyer-Geppert Company
5235 Ravenswood Ave.
Chicago, Ill. 60640
Offer teaching aids in all fields.

Developmental Learning Materials
3505 N. Ashland Ave.
Chicago, Ill. 60657
Offer developmental puzzles, colored inch cubes and alphabet cards.

Di-Bur
Box 1184
Pueblo, Colo.
Card games for speech blends are available.

Ed-U-Cards Manufacturing Corporation
60 Austin Blvd.
Commack, NY 11725
Offer flash cards and teaching games.

EduKaid
1250 E. Ridgewood Ave.
Ridgewood, NJ 07450
Math aids are available.

Educational Activities, Inc.
P. O. Box 392
Freeport, NY 11520
Offer teacher's aids including charts and games.

R. H. Stone Products
P. O. Box 414
Detroit, Mich. 48231
Catalog "Teaching Aids" lists materials for all areas of children's education.

Sturgis Library Products, Inc.
P. O. Box 130
Sturgis, Mich. 49091
Offer visual teaching aids including posters and charts.

Systems for Education, Inc.
612 N. Michigan Ave.
Chicago, Ill. 60611
Offer charts, maps, pictures, flash cards and manipulative materials.

Talkalong Products
Box 444
Monterey, Calif. 93940
Games and drill cards for speech sounds and phonics skills are available.

Teacher's Publishing Corporation
23 Leroy Ave.
Darien, Conn. 06820
List teacher's aids for all subject areas.

Teaching Aids
159 W. Kinzie St.
Chicago, Ill. 60610
Offers catalog of "Learning Aids for Young Children in accordance with Montessori."

Teaching Resources, Inc.
334 Boylston St.
Boston, Mass. 02116
List puzzles, games and other teaching aids.

Tecnifax Corporation
195 Appleton St.
Holyoke, Mass. 01040
The Sound Stimulator is available.

Tok-Back Voice Reflector
P. O. Box 5045
Berkeley, Calif. 94705
A voice reflector, Tok-Back, is available.

Tooti Division
Creative Ideas Company
5328 W. 142 Pl.
Hawthorne, Calif. 90250

Tri-Tix
Division of the Kelsh Corporation
6411 W. Mequon Rd.
Mequon, Wis. 53092
The Tri-Tix Ball Abacus is available.

X-acto, Inc.
48-41 Van Dam
Long Island City
New York, NY 10013
Arts and crafts materials.

Sources of Filmstrips

McGraw-Hill Book Company
330 W. 42 St.
New York, NY 10036

Materials for Learning, Inc.
1376 Coney Island Ave.
Brooklyn, NY 11230

Parents' Magazine Enterprises, Inc.
52 Vanderbilt Ave.
New York, NY 10017
Offer "Reading Motivation Filmstrips."

Popular Science Publishing Company, Inc.
Audio-Visual Division
355 Lexington Ave.
New York, NY 10017

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Warren Schloat Productions, Inc.
Palmer Lane W.
Pleasantville, NY 10570

Society for Visual Education
1345 Diversey Parkway
Department 104
Chicago, Ill. 60614

Spoken Arts, Inc.
59 Locust Ave.
New Rochelle, NY 10801

Universal Education and Visual Arts
221 Park Ave. S.
New York, NY 10003

Webster Division
McGraw-Hill Book Company
Manchester Rd.
Manchester, Mo. 63063

Weston Woods, Inc.
Weston, Conn. 06880

Sources of Slides

AMCO, Inc.
P. O. Box 218
Port Richey, Fla. 33568

American Library Color Slide Company
305 E. 45 St.
New York, NY 10017

Blackhawk Films
1235 W. Fifth St.
Davenport, Iowa 52802

Herbert E. Budek Films and Slides
P. O. Box 307
Santa Barbara, Calif. 93102
Offers slides on art and architecture.

Colonial Films, Inc.
70 Fairlie St. NW
Atlanta, Ga. 30303
The "Art Catalog" lists
2" x 2" slides.

Creative Scope, Inc.
509 Fifth Ave.
New York, NY 10017
Offer a set of slides entitled
How Babies Are Made.

Guidance Associates
Harcourt, Brace and World
23 Washington Ave.
Pleasantville, NY 10570

Museum Color Slides Association
190 Marlborough St.
Boston, Mass. 02116

National Gallery of Art
Publications and Information Services
Washington, D.C. 20065
Their List No. 8, *Color Slides*
lists original 35mm transparencies,
each made directly from the work of
art in the Gallery; also Gallery views.

Sawyer's Inc.
P. O. Box 444
Portland, Ore. 97207
The Viewmaster stereo viewer and
Viewmaster slides are available.

Society for French-American Cultural
Services and Educational Aid
Audiovisual Department
972 Fifth Ave.
New York, NY 10021

Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614
Offer a set of 100 Traditional Great
Art Masterpieces in file case.
Also offer slides for science studies.

Universal Color Slide Company
136 W. 32 St.
New York, NY 10001

University Prints
15 Brattle St., Harvard Square
Cambridge, Mass. 02138

Most museums have slides of their art works available. You might write to museums such as the New York Metropolitan Museum and request a list of their slides.

Sources of Records and Audiotapes

Academic Recording Institute
3060 Locke Ln.
Houston, Texas 77019

American Library Association
Headquarters Library
50 E. Huron St.
Chicago, Ill. 60611

Angel Records
1730 Broadway
New York, NY 10019

Audio Books Company
501 Main St.
St. Joseph, Mich. 49085

Bowmar Records
10515 Burbank Blvd.
North Hollywood, Calif. 91601
Offer records, including section "Songs for Children with special needs."

Stanley Bowmar Company, Inc.
12 Cleveland St.
Valhalla, NY 10595
Offer records and tapes.

John D. Caddy
P. O. Box 251
Canoga Park, Calif. 91305
Offers "The 6 wonderful records of facts" to be used in teaching mathematics.

Caedmon Records
461 Eighth Ave.
New York, NY 10001

Calliope Records
547 Riverside Dr.
New York, NY 10027

Capitol Records
1750 Vine St.
Hollywood, Calif. 90028

Carillon Records
520 Fifth Ave.
New York, NY 10036

Catholic Poetry Society
232 Madison Ave.
New York, NY 10016

Children's Music Center, Inc.
5373 W. Pico Blvd.
Los Angeles, Calif. 90019
Records catalog includes section "For Children with special needs." Also have a separate catalog of records "For Exceptional Children."

Columbia Records
51 W. 52 St.
New York, NY 10019

Concept Records
P. O. Box 524F
N. Bellmore, Long Island, NY 11710

Constructive Playthings
1040 E. 85
Kansas City, Mo. 64131

Cooper Films and Records, Inc.
Cooper Bldg.
Winchendon, Mass. 01475

Curriculum Materials Corporation
119 S. Roach St.
Jackson, Miss. 39205
Offer a separate catalog "Audio-visual Experiences for the Exceptional Child."

Decca Records
445 Park Ave.
New York, NY 10022

Disneyland Records
800 Sonora Ave.
Glendale, Calif. 91201

Educational Activities, Inc.
P. O. Box 392
Freeport, Long Island, NY 11520

Educational Audio Visual
Pleasantville, NY 10570

R.C.A. Victor
155 E. 24 St.
New York, NY 10010

Rhythm Record Company
9203 Nichols Rd.
Oklahoma City, Okla. 73120

Rhythms Productions Records
Cheviot Corporation
Box 34485
Los Angeles, Calif. 90034

Sleep Learning Research Association
P. O. Box 24
Olympia, Wash. 98501

Society for Visual Education, Inc.
1345 Diversey Parkway
Department 104
Chicago, Ill. 60614

Sound Book Press Society
Scarsdale, NY 10585

Sound Seminars
50 E. Hollister
Cincinnati, Ohio 45219

Spoken Arts, Inc.
59 Locust Ave.
New Rochelle, NY 10801

Spoken Word Recordings
10 E. 39 St.
New York, NY 10016

Universal Education and Visual Arts
221 Park Ave. S.
New York, NY 10003
Audio tapes are available.

Vanguard Recording Society
154 W. 14 St.
New York, NY 10011

Jay L. Warren, Inc.
721 W. Belmont Ave.
Chicago, Ill. 60657

Webster Division
McGraw-Hill Book Company
Manchester Rd.
Manchester, Mo. 63063

Weston Woods, Inc.
Weston, Conn. 06883

The Recorded Book Society
Book-of-the-Month Club, Inc.
345 Hudson St.
New York, NY 10014
The Recorded Book Society is a new monthly service that will provide recorded editions of new and old books for the blind and other handicapped persons. Around 30 titles were recorded in the first year. Subscriber selects those he or she wants, but is not required to purchase any specified number. Selections are recorded at 16 2/3 rpm.

Talking Books
The Library of Congress
Division for the Blind and Physically Handicapped
Washington, D.C. 20540
This service provides talking book records and talking book machines as well as books and magazines on magnetic tape to those unable to read normal printed matter. Catalogs are provided upon request.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

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Title II — Loydia Webber, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 — Jane Lee, Special Education Coordinator

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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